

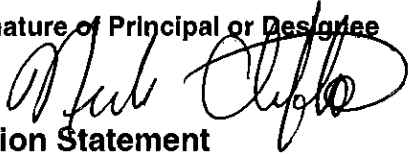
SANDY LANE ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Nicole Clifton, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee



Mission Statement

Date Signed

10/14/14

Parental Involvement Mission Statement (Optional)

Response:

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the

Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Sandy Lane provides Spanish versions of parent informational materials such as newsletters, Code of Conduct, Parent Compacts, student Progress Monitoring Plans, etc. Parents may request other materials be translated in Spanish or other languages as needed. Interpreters are available during the school day and after school to translate for workshops, meetings, and conferences. Phone messages are translated and re-sent in Spanish to parents with limited English proficiency. For parents with disabilities we provide extra assistance, such as providing interpreters for deaf parents when notified there is a need. Parents are provided copies of PowerPoint presentations as needed to review a second or third time at home.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Meetings will be offered at a variety of times based on the needs assessment given to the parents. Football season schedule. Times will vary from evening to day time. Additionally, parents can request to meet via the phone or in their home to gain the information given. The social worker visits with families at home on a regular basis. The administration is available for parents throughout the day.	Community Involvement Liaison	Increased scores on state assessment and Common assessment scores because parents can receive relevant information about helping their children academically.	On going

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Spooky Story Night (Reading)	1	323	The anticipated impact is that our students would participate in reading activities more often at home as a result of this training. Teachers discussed ways to read with and to children. All students took home books to keep. We believe this will increase our students reading ability.
2	FCAT night	3	45	Increase in students' success on FCAT.
3	Dinner with Santa (math)	1	227	Increase in parents awareness of mathematic expectations.
4	Student Led Conference night	1	258	Students demonstrated their growth throughout the year by sharing their learning with their parents. Parents gained an awareness of their child's acadmic levels and grade level expectations. Students revised their goals which will help them stay focused on their learning.
5	Evening of the Arts (writing)	1	68	Parents learned about writing and the state expectations for writing. Students shared their writing. This should have a positive impact on their writing scores for the state assessment.
6	Art Show	1	258	Students work in art was displayed. Art expectations were shared and students performed on stage.

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Teacher workshop: Increasing Family Involvement	2	40	Positive impact on student achievement as a result of increased family involvment in their education.
2	Understanding Poverty and Cultural Differences	1	40	Positive increase in active student engagement.
3	Teacher workshop: Increasing family involvment and truancy	2	40	Increase in student attendance.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have

limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Night of the week (black subgroup)	Offer on a variety of nights and times. Take in to account Football season
2	Time of Day(black subgroup)	Offer on various days. Look at football schedule
3	Weather (economically disadvantaged)	If storm happens we will offer the training again on another night. Additionally, we will send home the information to the families of students who were not able to attend.
4	Language (ESOL)	Ensure we have a bi-lingual assistant at each meeting. Have the connect ed messages sent out in both languages for each event.
5	Work schedules (economically disadvantaged)	Offer time to meet with parents at times good for them. Principal and Assistant Principal are available via phone and throughout the day. Additionally, powerpoint copies will be avaiable for parents who were unable to attend meetings.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the previous schoool year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Sandy Lane Elementary believes in involving all parents in all aspects of its schoolwide programs. The SAC, Faculty, PTA, community members and parents are responsible for developing, implementing, and evaluating the various school level plans: including the SIP and PIP. In addition, these various school groups will review the plan and offer input prior to approval. During PTA meetings, school workshops, and parent meetings, opportunities are given to review and provide input for our school wide plans. Parents are selected for the SAC and PTA through an application. For parents not on the SAC or PTA, newsletters and all call messages are sent out to ask for input on the PIP, SIP, and compact and to inform the families of our face to face meetings. The results of the Title I Parent Survey, as well as one conducted by Sandy Lane regarding parent attendance at workshops, have been reviewed by all stakeholders (SAC, PTA, Faculty, etc) prior to the formulation of the PIP. Written input from parents will be kept in a notebook in the principal's office labeled Title I Parent Input. Notes from meetings along with surveys will be kept in the same notebook. During the SAC, PTA, and Faculty meeting these groups provide final input to the SIP and PIP and how to use the school's parental involvement funds.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Title I Schoolwide program	Family nights will be built around teaching parents how to help their children continuing learning at home. These nights will be coordinated by the school leadership, PTA, and SAC to meet the needs of the families. Title I funds will be used for purchasing food for trainings. Title I funds are used for hiring a community liason in order to be available to meet with families.
2	Homeless Program	Provide parents with information regarding needed resources upon parent meeting with school staff. School staff will coordinate with district personnel to help meet the needs of the parents.
3	ESE	The ESE department and Sandy Lane will work together to identify students requiring special services to ensure highest student achievement.
4	ESOL Parent Programs	The ESOL office and Sandy Lane will work together to provide information and education on ways parents can help their children at home. Together they will decide on parent nights and topics.
5	Headstart	The local Headstart locations will visit Sandy Lane Kindergarten classes in the spring of 2015. The guidance counselor will arrange for this meeting with the local preschool.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
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1	Develop and send out invitation flyer in English and Spanish.	Assistant Principal	August 2014	copy of flyer/connect ed mesage
2	Develop agenda and presentation materials.	Principal	September 2014	copy of agenda and talking point materials
3	Develop and distribute sign-in sheets.	Assistant Principal	September 10, 2014	copies of sign-in sheets
4	Distribute Compacts for parents to sign.	Principal	August and September 26, 2014	signed compacts
5	Maintain documentation.	Assistant Principal	on-going 2014 and 2015	Title I documentation is housed in Compliance Contact's office, on Moodle, and shared with LEA Title I.
6	Distribute Missed meeting notification	Principal	September 12, 2014	Signed and returned tear-off section of Missed Annual Meeting Forms, school website, Title I Parent Notebook
7	Distribute parent information regarding, Promise Time, school choice and Parent rights	Assistant Principal	September 2014	copy of newsletter, Annual Meeting Agenda/ppt, school website, and Title I Parent Survey results, Title I Parent Notebook in front office
8	Distribute survey at open house for parent input	Principal	September 11, 2014	Surveys uploaded to folder, survery results in folder and available in family center in office.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: According to input at SAC and PTA meetings, parents have indicated that they would like to have some events on Mondays or Thursday evenings. As a result we will offer many parent nights on Mondays or Thursdays and some Fridays. We will offer a "Meet and Greet your teacher" before school starts on Friday, August 15th at 2:30. Our Title I Annual meeting date is on a Wednesday at 6:00 and we will hold another Title I Annual meeting on Monday, September 22nd at 9:00a.m. Also, parent conferences have been schedule for parents who are unable to attend either meeting.

At previous parent events, parents have indicated that they like to attend events at various neighborhood locations. Therefore, at least one workshop/school event will be held at a local grocery store at 6pm. For all parent workshops, we will offer alternate time in order to meet the needs of families. Additionally, we are available to meet with parents one on one or at their homes.

Sandy Lane staff will offer parents free child care services during parent workshops.

Teachers will offer parents various times for scheduling parent conferences to accommodate parent schedules. For example, AVID trainings will be offered at 9:00 a.m. and 6:00 p.m. to meet the needs of our families.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Math Scavenger Hunt at local grocery store	Math Coach	Students and parents work together to solve real life math skills which will assist students in making math gains/ scoring proficient in math on assessments.	March, 2015	Satisfaction survey, attendance sheets, increased FCAT and district common assessment math scores.
2	Winter Story Night	Assistant Principal	Parents observing teachers presents an engaging read aloud which will assist students to increase their listening comprehension skills.	January 29, 2015	Parent satisfaction survey, attendance signature sheets, increased FCAT and FAIR reading scores.
3	Meet and Greet the Teacher	Principal / Assistant Principal	Increase parent/teacher relationship in order to increase student academic learning.	August, 2014	Satisfaction survey
4	Open House	Principal / Assistant Principal / Teacher	Inform parents about classroom, district, and state expectations to ensure 100% student success on assessments.	September 10, 2014	Satisfaction survey, attendance sheets, increased FCAT, FAIR and district common assessment scores
5	Title I Annual Meeting	Principal	Inform parents about Title I programs and services provided by the school's Title I program. Teachers will inform parents of academic expectations per grade level to be able support their student's academic achievement.	September 10, 2014	Attendance records, Satisfaction survey
6	Kindergarten Transition	Assistant Principal / Teachers	Inform parents of school expectations in order for students to perform well in the classroom on academic assessments.	January 13, 2015	Attendance records, Satisfaction survey
7	Technology Night	Principal / Media Specialist	Inform parents of technology available to increase home/school connection; thus, enabling parents to make sure students complete	September, 2014	Attendance records, Satisfaction survey, FOCUS reports

			all classwork and homework assignments.		
8	FSA Night	Team Leaders	Inform parents of state's academic content standards and State student academic achievement standards. information	January 2015	Attendance records, satisfaction survey
9	AVID Parent Wkshop 2- Focus learning and teaching styles- Bridge the gap for study habits home to school including strategies for success	AVID Staff	Increase parental participation in AVID and all curricular areas	November 13, 2014	Attendance records, Satisfaction survey
10	AVID Parent Wkshop 3 - Agenda: Organizational tool; Importance of Agenda/planner/ Mental physical organization of students.	AVID Staff	Increase parental participation in AVID and all curricular areas. Focus on how to monitor their child's progress and how to improve the achievement of their children.	February 26, 2015	Attendance records, Satisfaction survey
11	AVID Parent Wkshop 5 - Agenda: Time management for students and goal setting for students. How to help students become proactive learners.	AVID Staff	Increase parental participation in AVID and all curricular areas	March 26, 2015	Attendance records, Satisfaction survey
12	AVID Parent Wkshop 6- Agenda- Preparing 5th graders for the transition to middle school. Transition from AVID elementary to AVID schoolwide at middle school.	AVID Staff	Increase parental participation in AVID and all curricular areas	May 14, 2015	Attendance records, Satisfaction survey; increase in student participation in AVID goals.
13	Student Led Conference Night. Students will share current data, learning scales aligned to state standards and their progress. They will write goals on next steps to meet the expectations.	Teacher	Increase parental participation. Focus is on student growth in all academic areas. Showing alignment to state standards and current student progress.	May, 2015 (evening)	Attendance records, Satisfaction surveys
14	Student Led Conference Night. Students will share current data, learning scales aligned to state standards and their progress. They will write goals on next steps to meet the expectations.	Teacher	Increase parental participation. Focus is on student growth in all academic areas. Showing alignment to state standards and current student progress.	December, 2014 (during the day)	Attendance records, Satisfaction surveys

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Teacher workshop: Increasing Family Involvement	Principal	Increased achievement by building better relationships and understanding sub groups	August, 2014	attendance sheets, increased FCAT, FAIR and district common assessment scores
2	Teacher/staff workshop: Effective parent-teacher conferences and communication/ decrease truancy	Social Worker	Increased achievement by building better relationships and understanding sub groups	September, 2013	attendance sheets, increased FCAT, FAIR and district common assessment scores, decrease truancy
3	Understanding Poverty and Cultural Differences	Principal/Clothes to Kids Representative	Increased achievement by developing cultural competence and increasing attendance.	September and October 2014	attendance sheets; increased attendance by students.
4	Book Study- How to Teach Student's who Don't Look Like You	Leadership Team	Increased student engagement	Ongoing through PLC's	attendance sheets; decreased attendance
5	AVID	Leadership Team	Increased parent understanding and increase student achievement through the use of AVID strategies.	Ongoing through PLC and school inservice days	attendance sheets
6	How to create a trauma sensitive environment	Leadership Team	increase in student engagement and participation in a risk free learning environment	Ongoing through professional development presented by the principal weekly at our school.	attendance sheets/minutes/reflections

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Sandy Lane has a Title I Parent Family Center in the front entrance where parents enter the building. Our Family and Community Liaison has her desk at the entrance and is available in the Family Resource Center. Newsletters, surveys, and other information that we have sent home will be kept in the Family Center. Parents may view,

check - out, or keep various parent resources such as brochures, booklets, video tapes, etc. Title I Parent Involvement funds will be used to update materials. Sandy Lane also has a Title I parent notebook in the Family Center that houses the SIP, PIP, LEA plan, etc.

Sandy Lane uses phone messages to remind parents of events, important dates, etc. Sandy Lane also keeps parents informed through its monthly newsletter. Sandy Lane uses Parent Involvement funds to purchase a planner/agenda for each child in order to increase parent/teacher communication. Teachers can notify parents of homework, class assignments, test dates, etc. Parents can write notes to the teacher to clarify assignments, request conferences, etc. These binders will be used as a part of our AVID Elementary curriculum to assist students in organization needed for higher learning.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: On September 10, 2014 parents are invited to attend our Title I Annual Meeting and our Open House. During the Title I Annual meeting, parents receive information regarding the services of Title I at Sandy Lane, the amount of funds Sandy Lane received and how those funds are used. They also received a survey asking for input on how we can best meet their needs. During Open House, classroom teachers discuss curriculum, district assessments, state assessments, etc. Parents can also access this information from the district web page and state DOE web site. Pinellas County Schools has a web-based gradebook (FOCUS) teachers use in which parents and students can access their child's grades at any time during the grading period.

Parents are invited to attend SAC meetings and provide input to programs offered at the school. Sandy Lane's PTA is comprised of faculty and parents. During SAC and PTA meetings, the Principal shares timely information regarding curriculum and school functions. Parent input is sought at that time. Title I conducts an annual parent climate survey in which parents respond to questions about how the school is doing. Parents are provided the chance to respond to more open ended written response questions. The results of the survey are shared with faculty, staff, SAC, PTA, and parents. Classroom teachers conduct at least one person-to-person conference with each child if possible. Teachers offer flexible times for these conferences to accommodate parents' schedules. Additionally, there are two student-led conferences held each year, one each semester. Teachers routinely meet with parents throughout the year when either the parent or the teacher feels it is in the best interest of the student.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children).